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Program for the Summer School Kindergarten

Anne Elizabeth Allen

In the preparation of a Kindergarten program the first consideration must be the needs of the individual child in relation to the community. Then the immediate surroundings must determine the course to be pursued in order to bring about the best conditions for work. Therefore, as the season, together with the large park and lake adjacent to our Summer School, directly dictates our work, we shall spend most of our time in the open air. The schoolroom will be reserved merely as a place for assembly and organization, and for work on unpleasant days, in preparing toys for outdoor sports and giving expression with suitable materials to the ideas that have crowded upon us in our outdoor experiences.

In order to make field work really delightful, we need large materials and freedom of action, while at the same time the necessity of a law which every member of the community must obey, becomes more obvious just because of the greater liberty.

Also, with such an abundance of material, it seems necessary to select a unifying center around which to group all work—and the thought of *interdependence* as shown in the natural conditions around us will be selected.

Beginning with games chosen by the children themselves, directed and modified only in such ways as seem best, we shall add such games as will strengthen through dramatization their conception of our surroundings.

The zoölogical garden in the park will offer abundant opportunity for a close observation of the characteristics and habits of the animals exhibited there in almost a

natural condition. The park with its trees, plants and flowers, and the lake with its sandy beach, will offer us an inexhaustible field of interest.

For the first two weeks we shall devote most of our time to the observation of the animals chosen by the separate groups of children, watching their daily habits, while constructing their homes of large blocks, or in the sand, and improving them as the inventive genius of individual children may dictate.

We shall study the needs of the herbivorous animals especially, noticing their movements, and through song, story, and dramatic representation emphasize their relation and value to man and their dependence upon their surroundings.

For the next two weeks our attention will gradually turn from the animals to the plants, trees, and flowers; to the life of the birds and insects, and to the planting in our own gardens, in individual boxes or pots, the seeds of common plants.

Close attention will be given to the care of these plants, and we shall watch how those we see in the park are cared for, and what they need for their nourishment, pointing out as we do so the relation and interdependence of man and the vegetable kingdom.

The beauty of the colors and their blending, as well as the form and symmetry of the parts of the flowers, will be dwelt upon in order to direct attention to the æsthetic value of them in their surroundings, and to the culpability of those who destroy or take them from their natural environment without purpose. Purposeless destruction of flowers will occur no doubt, and will

best be met and corrected through stories which emphasize the usefulness of the flowers in their æsthetic relations.

The remaining two weeks will be spent at the lake shore, playing in the sand, sailing boats of our own construction, watching the work of the waves, the changes of color on the water, and investigating the value of this great body of water to the plant and animal life near it.

Thus the unifying of the whole work will come about through relating this great agent of life to the fertility of all the surrounding country.

The materials used will be:

Large blocks that the children may carry about in small wheelbarrows or in their arms, clay, water-color paints, sand, blackboards, garden tools, scissors and paper, and cord for jumping-ropes.

Games: romping, imitative, and directed games; dramatization of songs or stories; free plays with toys made by the children, rhythmic games and marching (on cool days only).

Songs appropriately chosen from song books by Eleanor Smith, Patty and Mildred Hill, Jessie Gaynor, and Mrs. Riley; Walker and Jenks, Neidlinger, etc.

Stories—From any source most useful,

Round Table Discussions

Under the Department of Applied Pedagogy there will be two round table periods a week.

1. For one afternoon hour each week the students will be given an opportunity of meeting the teachers of the Model School. It is desired that these meetings be as informal as possible, as their sole purpose is to answer questions and explain the work observed.

This period will be free to all students interested in the Model School.

2. During the other round table period various teachers, in separate classes, will present each a series of six lessons upon a given subject, as outlined below.

All students taking four courses will be admitted to any one of these classes, but they are requested to attend regularly the class first selected, the lessons being so related that each one is dependent upon the others of the series.

Series of Six Lessons upon Order and Management

Katharine Stilwell

THESIS.—The teacher's ideal of order is limited by his ideal of education. As the old ideals of education are modified, different standards of order and different methods of school management must prevail.

I What is Education? What is Order? Relation of order to the ideal of education as illustrated by various schools. 1. Hyde Park High School. 2. John Crerar School. 3. University Elementary School, etc.

II. Self-Government.—Is it possible? Relation of privilege to responsibility. Liberty

vs. license. Rules. What and who shall make them. Rewards and punishments. The motive of the pupil. The teacher's function.

III. Order as Related to:—1. Observation. 2. Comparison. 3. Reflection. 4. Action.

IV. Relation of Order to the Various Subjects of Study:

1. Nature study and geography. (a) Field work. Preparation. Order in the field. Use of material collected. Expression. (b) Laboratory. Grouping for work. Directions for work. Amount of noise. Care of laboratory.